Arizona Comprehensive System of Personnel Development

ECPC Cross-State Institute

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Welcome!
Arizona Comprehensive System of Personnel Development (AZ CSPD)

This group focuses on improving outcomes for children with disabilities and developmental concerns and their families by supporting a system of high-quality personnel development.

Thank you for your interest!

Parent input is crucial to ensure that we get our system right! We need to hear from parents so that professionals and systems are supportive of families.

What is a CSPD?

- A framework to increase the number of qualified providers in the early childhood intervention field, as well as improve how well they are able to support infants and young children with disabilities and their families.

- Includes six interrelated subcomponent workgroups:
  - Leadership, Coordination and Sustainability
  - Recruitment and Retention
  - Personnel Standards
  - Pre-service
  - In-service
  - Evaluation

- For more information: ecpcta.org

Vision Statement: An equitable and accessible early childhood professional development system informed by evidence-based practices that strengthens all Arizona children and their families.

Mission Statement: Our early childhood comprehensive system of professional development will support a unified cross-disciplinary early childhood workforce in Arizona that serves children and families in the contexts of inclusion, access, and equity through creative and collaborative system building.

Arizona CSPD Vision and Mission

Why do we need the CSPD?

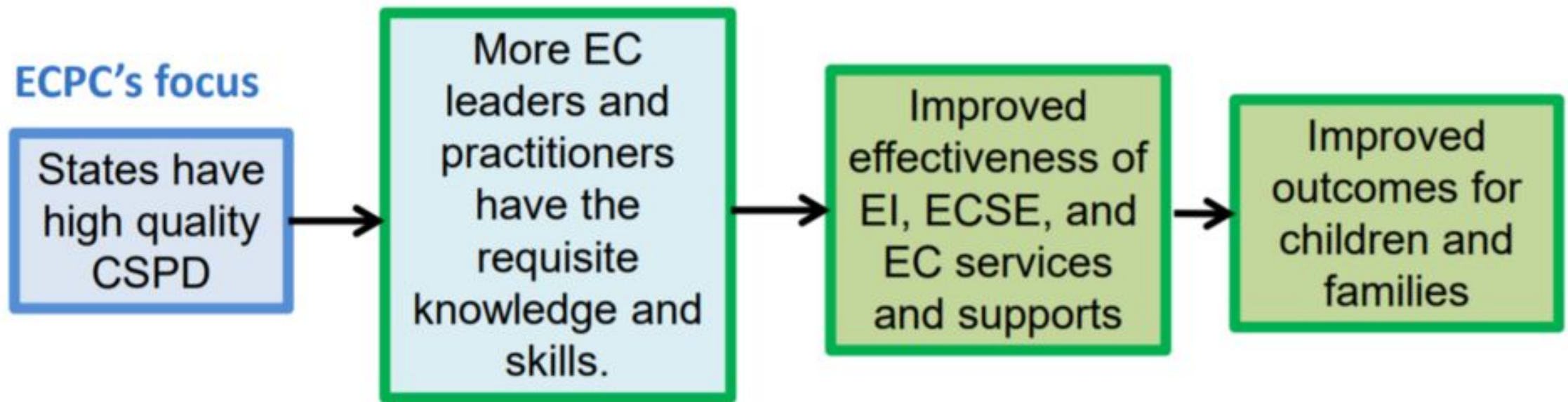Quality personnel will lead to improved outcomes for children and families.

Having an effective system in place supports the continued improvement of best practices.

A comprehensive system provides support across different early childhood organizations so that families can experience consistent services during their time in early childhood settings.

Overview of process

ECPC's focus

States have high quality CSPD → More EC leaders and practitioners have the requisite knowledge and skills. → Improved effectiveness of EI, ECSE, and EC services and supports → Improved outcomes for children and families

https://ecpcta.org/cspd/

Leadership, Coordination, and Sustainability

This workgroup focuses on the leadership, coordination, and sustainability of a state CSPD. The Leadership Team is able to set priorities and make policy, governance, and financial decisions related to the personnel system.

Example Goals:
- Goal 1. A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.
- Goal 2. Sustaining the CSPD Work-The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan

Why is this important?

- Families need to have the information and buy-in to help shape the system

- Families knowing what to expect from programs that serve their children.

- Informed=Empowered

- Parent perspective on overall goals

Recruitment and Retention

The Recruitment and Retention workgroup focuses on the recruitment of new EC practitioners and the retention of current EC practitioners, ensuring efforts are being made to fill position vacancies by and maintain qualified personnel.

Example Goals:
- Goal 1. Part C and Part B/619 analyze data from multiple data sources annually
- Goal 2. Create products that support relationship building between EI/ECSE programs and IHEs-help programs to create pipelines

Why is this important?

- Finding high-quality providers – reduces turnover and prevents families from having to tell their stories several times

- Consistency

- Relationship building-don't have to constantly build rapport with someone new

- Prevent turnover

Personnel Standards

The Personnel Standards workgroup focuses on state personnel standards, discipline specific knowledge, and skills and abilities for the early childhood workforce. In addition, they ensure that state standards, across disciplines, are aligned to national professional organization personnel standards.

Example Goal
- Goal 1: EI certification exploration
- Goal 2: Review and Revise the current ECSE Certification

Why is this important?

- Families should know that there are high-expectations for those working with their children.

- Providing parent perspective on what these standards and expectations may look like when working with children and families.

Pre-service

The Pre-service Personnel Development workgroup focuses on ensuring that formal programs of study at Institutes of Higher Education (IHE) prepare students for the EC workforce. Pre-service applies to individuals training to work in the field.

Example Goal
- Goal 1. Create a shared resource location to support programs that house pre-service programs that prepare Early Childhood Special Educators.

Why is this important?

- Families should feel confident that those trained in various disciplines are getting information they need to be successful in working in early intervention or early childhood special education.

- Providing the family perspective for those being trained to work with young children.

In-service

The In-service Personnel Development workgroup focuses on ongoing learning activities to maintain and build the competence of the EC workforce. In-service applies to providers currently working in the field.

Example Goals:
- Goal 1. Analyze and identify PD opportunities for in-service (in-person, virtual, hybrid, etc.) across the state of Arizona based on standardized, evidence-based, recommended practices
- Goal 2: Identify, define, and promote andragogy for adult learning practices (coaching, mentoring, following up, supervision, demonstration).

Why is this important?

- Families will know providers are knowledgeable and can support their child.

- Families should not have to train their providers!

- Providers should have a basic understanding of best practices, typical and atypical development and how to interact with families to have the best outcomes.

Evaluation

The Evaluation workgroup works to determine the effectiveness of the CSPD, including evaluation of each workgroup. This committee is responsible for ensuring each of the other groups are moving forward and accomplishing their action plans.

Example Goals
- Goal 1. Evaluation Plan for the CSPD includes processes and mechanisms to collect, store and analyze data across all subcomponents.
- Goal 2. The evaluation plan is implemented, continuously monitored and revised as necessary based on multiple data sources

Why is this important?

- If we don't measure the effectiveness of our system, we don't know if it's having the intended outcome.

- By continually evaluating the goals we have for the early childhood workforce it in turn supports the families and children we serve.

Family engagement

- We need family perspective in all areas to ensure that we are hearing experiences and getting it right when we make system improvements!

- By providing parents the opportunity to join CSPD, they can add their perspective and valuable insight to each of the work groups.

- Parent input is vital when creating goals to improve our early childhood workforce.

- Families are personally experiencing these services along with their children and it is best practice to have their input in the CSPD.

- In order to move forward, we need families on these committees to ensure our workforce continues to grow and thrive.

Contact azcspd@azdes.gov for more information

References

Early Childhood Personnel Center (n.d.). Guide to Intensive Technical Assistance. Retrieved from https://ecpcta.org

Early Childhood TA Center. (2015). A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs. Retrieved from https://ectacenter.org/sysframe/